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**BACKGROUND**

“All human experience is context dependent.... many investigators in reading education have stressed the importance of readersʼ use of context in interpreting and verifying the meaning of words and sentences to be comprehended. The appropriate use of context leads to more effective processing and overall accuracy in deriving the meaning... ” (Content Area Literacy: An Integrated Approach ) This activity focuses on students ability to use both visual and written context clues to match a video transcript with the correct video segment.

**EXAMPLE**

•Inform students that they will be studying the physics of motion by examining roller coasters. Distribute the following text to students (this text is taken from the video segments listed below.)

No matter how many loops, hills, or corkscrews to come, you have all the kinetic energy you need for the ride, by the time you reach the bottom of the first hill, provided one thing. that none of the subsequent hills or loops is higher than the first one. To be more precise, the roller coaster can never go higher than what Galileo called the "stop height." The 16th-century astronomer hypothesized that, if you start a marble here, it will always roll to the same height, no matter what the shape of the track, as long as there are no resistant forces. If there's friction or air resistance, the same principle applies, but the marble stops at a lower point. If roller coaster engineers didn't obey this principle, these thrill rides would be a real snooze. All hills after the first hill have to be low enough so the roller coaster doesn't stall out and loops can't go higher than the stop height, or the coaster won't have enough energy to make it all the way around. So all these construction details aside, why does plunging over a hill or speeding along a track give us such a thrill?

•Explain that they will be watching 3 short segments about roller coasters, but that they will NOT hear the sound. They will be carefully examining the visual context clues to match them to the written context clues provided in the text.

•Play the following 3 video segments without the audio:

Roller Coasters: G Forces Deliver the Thrills

Roller Coasters: The Physical Limits

Roller Coasters: Stop Height Principle

•Have students circle 3-5 words from the text that matches something they saw represented in the segment.

•Allow time for students to do a quick pair-share stating which video segment they feel matches the text and provide evidence to support their answer.

**Standard:**

**Digital Literacy Focus:**

\_\_\_\_\_\_Search, find and retrieve digital information

\_\_\_\_\_\_Understand and interpret digital information

\_\_\_\_\_\_Evaluate digital information and use relevant evidence to judge its quality

\_\_\_\_\_\_Communicate digital information and collaborate with peers colleagues, family and on occasion the general public

**CREATE:** Use diverse technologies: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_